

## **COMMUNITIES IN SCHOOLS OF KALAMAZOO**

### **POSITION DESCRIPTION**

**Position Title:** Site Coordinator with After-School Program

**Reports to:** Director of Secondary Sites

**Exempt Position:** Yes

**Supervisory Position:** After-School Program Staff, Volunteers, AmeriCorps Vista Members, Interns; Functional Guidance and Training for Partners at Site

#### **POSITION SUMMARY**

The Site Coordinator (SC) is responsible for implementing the Communities In Schools Integrated Student Services (ISS) model within the designated school building, including the 21<sup>st</sup> CCLC After School Program and assures that community resources that are recruited for the building are connected to the students who need them to improve their academic achievement, school attendance, and behavior. This position helps to assess school-wide needs and individual student needs based on input from teachers, other building staff, and parents. The SC collaborates with other CIS staff and school staff to develop and implement the annual Site Operations Plan (SOP), which identifies potential Level I (school-wide) and Level II (individual student) services. The SC is responsible for coordination of resources including their ongoing monitoring and adjusting. The SC is the internal bridge builder within the school, making connections between students and resources, parents and resources, teachers and providers, etc. The SC engages parents to assure that students are able to receive maximum support for success.

The SC is responsible for providing on-site coordination and facilitation for after-school services delivered at the school to targeted students as defined by grant/contract and the annual SOP. The SC provides competent leadership for integrating the site's academic and extended day strategies that result in optimal impact on school-wide and individual student outcomes. The SC works with the entire KCIS team, school personnel, parents, and community provider organizations to implement ISS model through the CIS after-school program.

#### **WORKING CONDITIONS**

Normal working conditions where there is no physical discomfort due to temperature, dust, noise and the like. Occasionally lifts average 15 pound boxes of supplies, materials, etc. to waist level. Ability to drive plus the availability of a vehicle to use for getting to and from meetings locally and throughout the state, other events, and for the occasional transport of providers, students, and/or families. Valid Michigan driver's license and the ability to obtain necessary auto insurance for the above purposes. Must be able to observe and hear students, staff, and providers across a wide range of settings and interpret those observations for the purpose of evaluation, monitoring, and service modifications. Must be able to work occasional evenings, weekends and/or early mornings in order to cover work responsibilities. Must be available for occasional travel to state and national meetings.

#### **DUTIES AND RESPONSIBILITIES**

- Possesses a thorough understanding of the ISS model and ensures that implementation of the model at assigned site maintains a high level of fidelity to model standards.
- Effectively assesses and or coordinates the effective assessment of school-wide and individual student needs to ensure that appropriate resources are provided in order to build assets or address barriers to their succeeding in school.
- Ensures that the annual SOP at assigned site is implemented and that the work of CIS remains focused on the needs identified in the plan.

- Establishes and maintains productive and effective working relationships with all members of the CIS partnership, including school personnel, health care, mental health, higher education resources, service organizations and staff, business, parents, and other resources. Assures that all members develop and maintain a positive understanding of how the ISS model works and how they can be contributing members of the collaboration. Actively promotes awareness of CIS within the building.
- Assures that teachers, other school personnel, parents, and students know what community services/resources are available within the building and how they can be effectively accessed and utilized to address needs described in the SOP.
- Provides leadership in the development and implementation of Level I services/special events that address school-wide needs or assets identified in the SOP.
- Actively seeks to identify targeted students, as defined in the SOP, for Level II services in order to connect the appropriate resources to their identified needs. When criteria are established for proactively recruiting students for a service, provides the means for identifying students, obtaining parent authorizations, etc. May provide information on resources within the community when a resource is not available at school.
- Utilizes the designated data collection and reporting system for Level I & II student services and ensures timely completion and submission of all reports. Assures that all volunteers and community service providers understand and regularly utilize sign-in and time-logging procedures at the building as part of tracking and reporting service hours and students served.
- Participates in ongoing monitoring and adjusting of Level I & II services including participation in monthly monitoring meeting with Director of ISS and the Principal.
- Orients and coordinates scheduling of providers and volunteers within the school; ensures that all providers and volunteers understand the policies and procedures of the site. Regularly reports progress and problems concerning unmet needs, utilization of community resources, and providers with the designated CIS Director and the Principal.
- Provides supervision, day-to-day direction, and guidance to providers and student interns so that student instruction is maximized and parent engagement is reinforced. Completes and submits formal written intern evaluations at required intervals.
- Assures appropriate feedback to school personnel on student services within the boundaries of confidentiality and student/family privacy.
- Maintains the confidentiality of all CIS and site-related information and exhibits professional and ethical judgment in managing delicate or confidential situations. This applies to written and verbal information, and all means of conveying information including face-to-face, mail, electronic mail, faxes, telephone or any other means of communication.
- Provides day-to-day supervision of CIS after-school program staff in order to implement quality program. Provides day-to-day direction and guidance to volunteers, student interns, and providers working in the after-school program.

- Identifies professional development needs of after-school staff. Works with Director of ISS to develop and implement effective professional development strategies to improve program quality and student outcomes.
- Coordinates inventory of all supplies at after-school site at least annually and files hard copy in onsite files and a copy in the CIS office files.
- Oversees the scheduling and use of CIS after-school program designated space at the school. Follows building procedures for security, maintenance, and shutting down building at end of each day.
- Contacts the appropriate CIS Director when problems occur regarding a provider, including scheduling, record-keeping, or administrative tasks and service quality or effectiveness.
- Works in collaboration with Director of ISS and the ISS Coordinator to implement a quality after-school program that is in compliance with all grant/contract requirements and is consistent with the ISS model.
- Ensures that KCIS after-school program is in compliance with all childcare licensing regulations and requirements, and oversees licensing renewals at assigned site.
- Exhibits a commitment to the values expressed in CIS mission and vision, and creates and maintains a positive CIS image. Demonstrates the ability to interact in a positive and helpful manner with all customers both internally and externally. Reflects commitment to building a supportive work environment and maintains a positive attitude.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:**

- Minimum of a Bachelor's degree in human services, public administration, education or related area plus a minimum of three years of experience working with children, adolescents and families and a well-developed knowledge base on the needs/issues of children and families. Master's degree helpful. Supervisory and/or management experience highly desirable.
- Must possess the necessary education, experience, or acceptable combination of the two to meet the School-age Program Director qualifications as defined in by the Licensing Rules for Child Care Centers of the State of Michigan Department of Human Services Office of Children and Adult Licensing (R 400.5302).
- High degree of organizational ability and the ability to work independently with limited supervision. A demonstrated capacity to manage many projects and activities simultaneously.
- Demonstrated knowledge of child/adolescent growth and development and experience working with children/adolescents and families. Effective in working with diverse populations and needs. Understands and embraces diversity and inclusiveness in thought, word, and actions. Exemplifies these values.
- Knowledge and experience with a wide range of community resources including human services, healthcare, education, recreation, employment and basic needs necessary. Advanced understanding of complex organizations and service delivery systems and how they function. Ability to implement cooperative structures and methods for multi-agency involvement in student support.

- Excellent oral and written communication skills, as well as interpersonal skills, to interact effectively with school staff, parents, students, volunteers, service providers and other team members. Ability to establish credibility with school personnel.
- Ability to exercise good judgment, discretion, integrity, and knowledge of organizational policies and procedures and to effectively convey such information to others.
- Ability to interpret, comprehend and transmit complex and detailed instructions in order to plan and perform job duties. Ability to pay close attention to and manage details while maintaining a focus on the big picture and longer-term program goals. Ability to organize, prioritize and work independently as well as schedule and produce work in a timely manner.
- Knowledge of Michigan Childcare Licensing rules and regulations strongly desired.
- Requires experience with personal computers and proficiency using word processing software, spreadsheets, the internet, electronic mail, and databases.

**The above is intended to describe the general content of and requirements for the performance of this job. It is not to be construed as an exhaustive statement of duties, responsibilities or requirements.**